

## Townhill Infant School- Progression of skills

### Subject- Religious Education

We follow the Living Difference Syllabus, and each unit of work follows the principles of the Circle of Enquiry:

**Communicate**- introduction to concept and learners share experiences of it

**Apply**-children share their own experiences with others and become aware of the experiences of others including their own classmates.

**Inquire**-children will engage with concepts, vocabulary, and rituals/traditions.

**Contextualise**- children learn about the experiences of believers with real life examples of traditions/rituals.

**Evaluate**- children consider the impact on believers and move on to the impact it might have on their own lives.

Skills	Early Years	Year 1	Year 2
Learning <b>about</b> Religion and Faith	<p>In EYFS the children are developing their knowledge and understanding about the world they live in.</p> <p>As part of the EYFS curriculum (Understanding the World: People and Communities), children learn about the traditions, values and things that are special to themselves and others.</p> <p>At the end of the year, children show  <i>“They know about similarities and differences between themselves and others, and among families, communities, and traditions.”</i></p>	<p>I can <i>say</i> why <b>events</b> are important to religious people (Harvest, Christmas, Easter, Krishna’s birthday)</p> <p>I can <i>talk</i> about important <b>people</b> in religions e.g. Jesus, Krishna.</p> <p>I can <i>compare</i> <b>celebrations</b> in different parts of the world (Harvest in different countries, Krishna’s birthday with our own.)</p> <p>I <i>know</i> important <b>stories</b> in religions e.g. Nativity, Zacchaeus, Jairus’ Daughter and The Blind Man</p> <p>I can <i>talk</i> about some important <b>objects</b> for religious people. E.g., Bible, Paschal Candle.</p>	<p>I can <i>share</i> my own <b>ideas and opinions</b> about God with links to God in Christianity and Hinduism.</p> <p>I can <i>compare</i> things that are the <b>same or different</b> for religious people.</p> <p>I can <i>say</i> why <b>events</b> are important to religious people and refer to important <b>symbols</b>.</p> <p>I can <i>understand</i> other’s beliefs in <b>important people</b> in religions.</p> <p>I can <i>understand</i> and <i>compare</i> <b>religious rituals</b>.</p>

	<p>We do this through learning about different celebrations that happen throughout the year in different cultures such as Chinese New Year, Harvest, Christmas, Easter, Mother's and Father's Day and Birthdays. We are also mindful of our diverse community and will teach about celebrations that are important to our children at specific times.</p>	<p>I <i>know</i> religious people celebrate in different <b>places</b> e.g. church, temple</p>	
<p>Learning <b>from</b> Religion and Faith</p>		<p>I can talk about things that happen to me (giving thanks, journeys, feelings, special places, memories.)</p> <p>I can talk about what is important to me and to other people.</p>	<p>I can share my own beliefs and think about how they affect my decisions and others.</p> <p>I can compare what is important to me and others with respect for others' feelings.</p>

By the end of Year 1:

<b>At Communicate</b>	... <b>express creatively</b> their response to their own experiences of the concepts/words introduced.
<b>At Apply</b>	... <b>recognise</b> their responses relate to events in their own lives.
<b>At Inquire and Contextualise</b>	... <b>recognise</b> what has been taught about the concept/word and how they are used in the tradition studied.
<b>At Evaluate</b>	... in <b>simple terms children recognise something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

By the end of Year 2:

<b>At Communicate</b>	... <b>express creatively</b> their response to their own experiences of the concepts/words introduced.
<b>At Apply</b>	... <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people's lives.
<b>At Inquire and Contextualise</b>	... <b>simply describe</b> what has been taught about how the concept/word and how it is used in the tradition studied.
<b>At Evaluate</b>	... in <b>simple terms children can discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.